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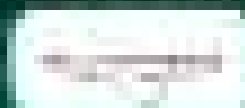
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Contextual Based Development of Teaching Materials Subtheme Rukun Life in the Community

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Abstract: This research aims to produce contextual-based teaching materials, teaching materials determine the feasibility of contextual based products, and the effectiveness of contextual-based teaching material on the five pilot schools Curriculum 2013 in Tulungagung. This research is a research and development-based teaching materials contextual. Research methods and development covers conducting research and information gathering, planning includes the identification of skills, goal setting, determination of the order, and planning field trials beginning, develop an early form of the product, the initial test product, the revision of the results of field trials beginning, field trials major product revision based on test the main field trials, broad-scale testing, revision of the final product based on broad-scale trials. The results of the research can be seen that the activity of students in the learning process using teaching materials categorized as active and student learning outcomes after conducting tests at the end of the learning category completely.

1 INTRODUCTION

Contextual based development of teaching materials is a prepared teaching materials tailored to the students learning environment. Teaching materials have a very important role in the learning process, because if teaching materials have good quality, the quality process and learning outcomes will be maximal. The needs of teaching materials that is customized with characteristics of the students will be able to spur activity and improve student learning outcomes. Teaching materials arranged in a systematic that present a variety of information and knowledge which will enrich the students insight.

The teaching materials are materials that can support all learning activities and competencies that students learn which walk in a coherent and systematic, so that cumulatively able to master all the whole and integrated competency. According to Akbar (2013) "teaching materials are textbooks that are used as a reference standard on certain subjects". According to Igbo (2014), the teaching materials created by teachers should be included to teach all subjects in primary schools to enable children to get information from primary sources. According to the findings Olaitan, SO and Akpan, AE (2003) on

teaching strategies, evidence suggests that the learning process is done through teacher-made materials such as visual aids, flash cards, pictures, and the card has been used effectively in teaching and learning at the pre-primary and primary schools. In addition Effiong (2015) states that the need to emphasize on the use and importance of instructional materials in teaching and learning environments can not be underestimated. For whatever happens learning, teachers must use these materials that enable them to teach effectively. It can be concluded that the use of teaching materials is a very important tool used in the learning process that aims to manage learning in order to be effective. In addition Effiong (2015) states that the need to emphasize on the use and importance of teaching materials in teaching and learning environments can not be underestimated. For whatever happens learning, teachers must use these materials that enable them to teach effectively.

Contextually appropriate teaching materials based curriculum in 2013 which explain that learning in SD / MI emphasizes the provision of direct experience for students and to develop students ability to construct the information obtained by the students. "According to Johnson (2005), contextual approach allows students to connect with the material contents of the context of everyday life to find meaning. In his book

Trianto (2008) states that the contextual approach is a concept that helps teachers learn the link between what is taught with real-world situations students and encourage students to make connections between the knowledge possessed by the application of their lives as members of the family and society. Based on the understanding of contextual approach can be concluded that the contextual approach lead students to learn from the knowledge they get and connected in everyday life. Contextual learning emphasizes students to learn in their entirety so that the information and knowledge that students have encountered can be absorbed well and last a long time. With this concept, the expected learning outcomes more meaningful for students. The learning process takes place naturally in the form of students work activities and experience, not a transfer of knowledge from teacher to student. Learning strategies more important than learning outcomes.

2 RESEARCH METHODS

Development models used in developing the thematic teaching materials of Elementary School in fourth grade Subtheme *Hidup Rukun* is Borg and Gall Model. According to Borg and Gall (1983) Research and Development (Research and Development) is a process used to develop and validate the products that will be developed.

Method of research and development includes several phases: research and information gathering, planning, development of an early draft of the product, testing experts that media experts, linguists, experts learning technology and expert thematic, revision expert testing, trials and small-scale field trials

This research was conducted at five primary schools in Tulungagung that implement Curriculum 2013 class IV Subtheme Rukun Life in The Community, it took place in SDN I Campurdarat, SDN I Boyolangu, SDN I Pucungkidul, SDN I Beji, and SDN I Sobontoro. The samples in this research was grade IV selected by purposive sampling. The design used in this research is pretest and posttest design.

According Sugiyono (2014: 111) the structure of the design of this research as follows:

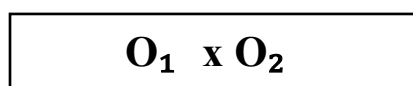


Figure 1: Research Design Pretest-Posttest.

Explanation: O_1 = Score Pretest (before the use of teaching materials), O_2 = Score Posttest (after the use of teaching materials), x = treatment with contextual-based teaching materials.

The data in this research was obtained from the pretest and posttest scores were analyzed statistically with Paired Samples T-Test. The qualitative data obtained from the results of observations, interviews, and student activity during the learning process were analyzed and explained descriptively.

3 RESULTS AND DISCUSSION

Teaching materials was validated by expert media, expert thematic learning, teachers as practitioners, and students to determine the attractiveness of the teaching materials. Assessment carried out by the expert content aspect of thematic learning and Social Sciences who received a score of 89.63% and 84.75%. Design materials judged by media experts which its score was 73.33%, practitioners assess the feasibility of teaching materials which scored 94.98%, while the attractiveness of the material showed a score of 89.15%. Results of student questionnaire responses to determine the attractiveness of the teaching materials once used by 86.5% of students showed achievement criteria very feasible and can be implemented. Students also provide suggestions and comments related to the use of teaching materials. Student comments and suggestions as follows: (1) contextual based teaching materials easy for me to learn, (2) the my score becomes better using the teaching materials, (3) I love to learn about Tulungagung. It can be concluded that the field trials, students very interested in using contextual-based thematic teaching materials.

On the activity of students in using the materials showed that only 12 students who obtain an average score below 80%, while 131 students grades average above 80%. Activities of students when working on sheet student activity has a percentage of 91.6%. It can be concluded that the criteria of student activity was in very active category.

In testing these materials besides to see the score of student activity in doing of teaching materials, the researchers also see the results of student learning by providing evaluation questions at the end of sub-themes. Based on the data obtained from the results of student learning that students who have rated 91-100 as many as 42 students or 29.38%. Then students who received grades 81-90 as many as 89 students or 62.24%. While as many as 9 students or 6.29% gain value range 71-80. And 3 students or 2.09% scored

below 70. The difference in the percentage of students values that obtained can be seen in Figure Pie Chart as follows.

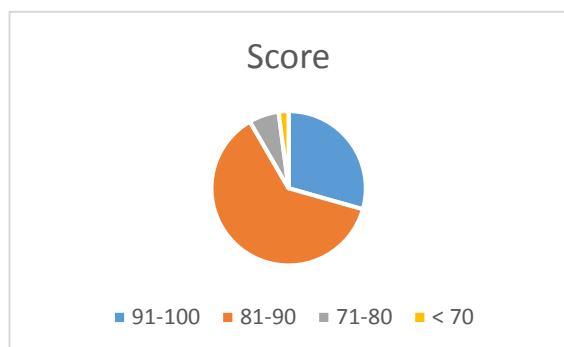


Figure 2: Chart Circle Student Results.

In the pie chart of student learning outcomes into the category of "Completed". Lessons 1 to 6 value learning results for students at over 90% and more than 85% above the value of learning outcomes in pre-determined criteria. The recapitulation of the value of the test materials in five (5) basic schools can be seen that there is a difference in values, in the five elementary school, most students obtain the highest value between 91-100 at 53 students or 37.06% and the lowest value of the range of values 61-70 there were 9 students or 6.29%, while as much as 2 or 1.4% of students obtained the lowest value range is 00-51. The overall results of the research in five elementary schools showed criteria of "Completed", so that it can be concluded that the use of teaching materials already developed a decent used in the learning process.

Data effectiveness of teaching materials obtained from observations of activity and student learning outcomes in working on the evaluation at the end of sub-themes. In each learning activity, researchers conducted observations of student activity during the learning process and it was carried out by two observers who observe aspects of independence, liveliness, accuracy, creativity, and accuracy in the assignment.

The effectiveness of teaching materials can be determined based on these indicators: (1) student learning activities while testing a minimum pitch scale teaching material gain criterion of "active", (2) student learning gets a percentage of 85% of students gained value range $\geq 70-100$. Explanation of data activity of students and student learning outcomes have been described in previous discussions. Explanation data summary of teaching materials effectiveness from the indicators of learning activities

and student learning outcomes demonstrate the above criteria and the use of teaching materials teaching materials is "effective to use in learning at primary schools.

Comparative Test Results of student learning activities that implement the five primary school curriculum in 2013 with the formula Wilcoxon significance value of 0.000 (< 0.05). These results indicate that there is a difference between the learning activities before and after using the contextual based thematic teaching materials. While the students result of a comparative test with Wilcoxon formula significance value of 0.000 (< 0.05). These results indicate that there is a difference between learning outcomes before and after using contextual-based thematic teaching materials.

4 CONCLUSIONS AND RECOMMENDATIONS

Teaching materials that have been developed is suitable to use in learning activity. The learning objectives established by considering the needs of students and the competence to be achieved, the steps are arranged systematically, so it is easy to be understood by the students, the material was adapted from students real-life and assessment of learning is made authentically and can measure the progress of students during and after the research. Contextual-based teaching materials capable of supporting learning materials are created and customized for real conditions where students learn, so that students knowledge of local potentials to grow. These materials can be used as reading material and other supporting materials in addition to the main teaching materials.

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